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**LANA C. SEIVERS, Ed.D.**  
COMMISSIONER

**MEMORANDUM**

**TO: Families of Infants and Toddlers with Disabilities and the Community of Early Intervention Supports in Tennessee**

**FROM:**  **Joseph Fisher, Assistant Commissioner**  
**TN Department of Education, Division of Special Education**

**RE: Curriculum for Training Service Coordinators**

**DATE: May 16, 2005**

The Individuals with Disabilities Education and Improvement Act (IDEIA) requires that states maintain a Comprehensive System of Personnel Development (CSPD) to ensure the availability of qualified personnel to provide services to infants and toddlers with disabilities. In keeping with this responsibility the TN Department of Education, as Lead Agency for Tennessee's Early Intervention System (TEIS), has supported the development of a curriculum designed to assure that individuals who provide service coordination support to families of Part C eligible children are equipped with the knowledge and skills consistent with competencies identified by the State for this position.

The development of the "Partners on a Journey of Hope" curriculum was led by Susan Addison, M.Ed., Training and Information Resource Consultant, TEIS, and involved a broad group of stakeholders from across the state. It has been designed to address the critical elements of service coordination in accordance with the IDEIA including those related to compliance with provisions of the Law and its ensuing Regulations and best practices in family-centered service coordination. The competencies on which the curriculum modules are built were developed by a distinguished panel of representatives from a number of Tennessee's Institutions of Higher Education (IHE). These individuals are actively involved in personnel preparation in the field of early childhood. The training modules are designed to guide participants through a learning process directed toward helping them acquire the values and skills necessary to achieve these competencies. This will prepare service coordinators to promote the confidence and competence of families in supporting the development of their infant or toddler with disabilities. These modules underwent extensive process of local review by families, practicing service coordinators, and key early intervention service providers. They have also been field-tested in a TEIS District Point of Entry and as curriculum for undergraduate/graduate level coursework for pre-service training.

The Department is pleased to present and endorse this curriculum as the basis for training for all service coordinators who will serve Tennessee's infants and toddlers with disabilities and their families.